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## DESCRIPTIVE LIST OF STANDARD TESTS

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Numerous inquiries are constantly being made concerning the purpose of standard tests, the places where they may be purchased, and references describing their derivation and use. It is in the hope that a general answer to these questions might be presented in convenient form that the following descriptive list has been prepared. The statements concerning the organization and purpose of the tests are very brief and have been intended to present only the leading features of the tests. Anyone who contemplates using a given test should first read a more detailed description of it in order to determine whether or not it will be of value to him. Such a reference has been given at the end of the paragraph describing each test. Although a great deal of care has been observed in securing the price lists for these tests, it is recommended that all prospective purchasers correspond directly with those selling the tests, in order to secure an accurate estimate of the cost of the tests which are desired.

### READING

*Brown's Silent Reading Test.*—This test is composed of one selection which may be used in testing silent-reading ability of pupils in Grades III to VIII inclusive. The test measures the rate at which the pupil reads silently and the quantity and quality of the pupils' reproduction. Address H. A. Brown, Bureau of Research, 25 Capitol Street, Concord, New Hampshire. Read "The Measurement of Ability to Read," *Bulletin, No. 1*, Department of Public Instruction, Bureau of Research, Concord, New Hampshire.

*Gray's Reading Tests.*—The oral-reading test consists of a series of standardized paragraphs arranged in the order of increasing difficulty. This test may be used to measure the achievement of pupils of all grades in the mechanics of oral reading. The silent-

reading tests consist of a series of three selections, the first being organized for pupils of the second and third grades, the second for pupils of the fourth, fifth, and sixth grades, and the third for pupils of the seventh and eighth grades. These selections may be used to measure the rate at which pupils read silently and their ability to reproduce and to answer questions concerning what they have read. Address William S. Gray, School of Education, University of Chicago, Chicago, Illinois (oral-reading tests with directions and score sheets, \$0.50 a hundred; silent-reading tests, \$0.50 a hundred; state number wanted for each grade when ordering). Read *Measuring the Work of the Public Schools*, by Charles H. Judd, Cleveland Foundation, Cleveland, Ohio.

*Jones's Scale for Teaching and Testing Elementary Reading*.—This test consists of a list of words which have been found to occur most frequently in ten or more widely used primers. "These tests will aid to discover a pupil's command of the vocabulary common to first, second, and third grade readers." Address Rockford Printing Company, Rockford, Illinois (manual and material for testing one hundred pupils, \$2.00; manual separate, \$0.25; cards separate, \$0.03). Read *Fourteenth Yearbook of the National Society for the Study of Education*, Part I, pp. 37-43.

*The Kansas Silent Reading Tests, designed by F. J. Kelly*.—These tests consist of carefully graded groups of exercises for silent study, one for the primary grades, one for the grammar grades, and one for the high school. Comprehension is measured by the accuracy with which questions raised in the exercises are answered. The pupil's ability to read is measured by the number of reading-exercises which he can comprehend accurately within a given time. Address Bureau of Educational Measurements and Standards, Kansas State Normal School, Emporia, Kansas. Test I is for Grades III, IV, and V; Test II, for Grades VI, VII, and VIII; Test III, for Grades IX, X, XI, and XII (price, including directions and record sheets, \$0.33 a hundred). Read "The Kansas Silent Reading Test," by F. J. Kelley, *Journal of Educational Psychology*, February, 1916.

*Starch's Silent Reading Tests*.—These tests consist of a series of selections, one appropriate for each grade in the elementary school.

They may be used to measure the rate of silent reading and the ability of pupils to reproduce what they have read. Address Daniel Starch, University of Wisconsin, Madison, Wisconsin (each test, \$0.30 a hundred). Read "The Measurement of Efficiency in Reading," by Daniel Starch, *Journal of Educational Psychology*, January, 1915.

*Thorndike's Visual Vocabulary Reading Test.*—This test consists of a series of words which must be defined by the reader. The class to which each belongs is indicated by writing "the letter *F* under all words that mean a flower, *A* under all words that mean an animal," etc. The test may be used to measure the ability of pupils to know the meanings of single words seen. It was designed for pupils of Grades IV to VIII inclusive, but may be used in the third grade, and is useful in the high school to some extent. Address Bureau of Publications, Teachers College, Columbia University, New York City (Alpha and preliminary tests, \$1.20 per hundred; Tests, H, I, J, K, L, M, N, one hundred each for \$0.35). Read "The Measurement of Ability to Read," by E. L. Thorndike, *Teachers College Record*, September, 1914.

*Thorndike's Scale Alpha for Measuring the Understanding of Sentences.*—This test consists of seven carefully graded paragraphs, each of which is accompanied by a series of questions, the answers for which must be determined as the pupil reads and studies the paragraph. The purpose of the test is to measure the pupil's ability to understand the meaning of sentences and paragraphs. Appropriate exercises have been designed for pupils in Grades III to VIII inclusive, and for pupils in the high school. Address Bureau of Publications, Teachers College, Columbia University, New York City. Read "An Improved Scale for Measuring Ability in Reading," by E. L. Thorndike, *Teachers College Record*, November, 1915, and January, 1916.

#### ARITHMETIC

*Cleveland Arithmetic Tests.*—These tests have been called the spiral arithmetic tests because each of the fundamental operations occurs several times: thus, in addition, the simplest exercise consists

of adding pairs of two-place figures; the second series consists of short columns of one-place figures; the third series consists of the addition of fractions of like denominators; the fourth case consists of the addition of longer columns of figures; the fifth case consists of the addition of four-place figures which require carrying forward from one column to the next; the addition of fractions of unlike denominators constitutes the final and most elaborate series. Similar spiral tests in subtraction, multiplication, and division are interwoven with the exercises in addition. This test is designed to measure the ability of different grades to perform increasingly elaborate problems in the fundamental operations. Address Dr. Charles H. Judd, School of Education, University of Chicago, Chicago, Illinois (price, \$1.00 per hundred, \$8.00 per thousand). Read *Measuring the Work of the Public Schools*, by Charles H. Judd, Cleveland Foundation, Cleveland, Ohio.

*Courtis Arithmetic Test, Series V.*—This test consists of a series of examples in each of the four fundamental operations. These series have been designed to serve as general measures of ability in each of the fundamental operations. In the test in addition, for instance, the figures are so chosen that all fundamental combinations are presented. "The tests attempt to measure whether or not a child or a class has learned (1) the fundamental combinations, (2) the mechanism of column addition, (3) to carry, (4) to bridge the attention span, (5) to control the effects of fatigue, (6) to work at the proper speed, and (7) with proper accuracy." Address S. A. Courtis, 82 Eliot Street, Detroit, Michigan (price for tests, instructions, and record sheets for a class of forty children, any grade from III to VIII, \$0.35). Read *A Manual of Instructions for Giving and Scoring the Courtis Standard Tests* (price \$0.75).

*Research Tests in Arithmetic.*—These tests consist of a series of examples designed to test a pupil's ability in the addition of fractions. Address Department of Educational Investigations and Measurements, Boston, Massachusetts, and secure samples of the test. Read, *Bulletin No. 7*, entitled "Arithmetic," published by the same department.

*Rice's Reasoning Tests.*—These tests consist of five series of problems designed to test the arithmetical reasoning ability of

elementary-school pupils from the fourth to the eighth grade inclusive. They are referred to here because they represent the initial study made in this field. See "A Test in Arithmetic," by J. M. Rice, *The Forum*, XXXIV (1902), 281-97 and 437-52.

*Starch's Arithmetic Test.*—This test consists of a single series of problems designed to test the arithmetical reasoning ability of pupils. The problems are arranged in the order of increasing difficulty. Address Daniel Starch, University of Wisconsin, Madison, Wisconsin (\$0.30 per hundred). Read "A Scale for Measuring Ability in Arithmetic," by Daniel Starch, *Journal of Educational Psychology*, April, 1916.

*Stone's Arithmetic Test.*—This test consists (1) of a series of examples in the fundamental operations designed to test one's general ability along these lines, and (2) of a series of problems designed to test the arithmetical reasoning ability of pupils. See *Stone's Arithmetical Abilities and Some Factors Determining Them*, which may be purchased from the Bureau of Publications, Teachers College, Columbia University, New York City.

*Drill devices in the fundamentals.*—The following devices have been designed by various book companies to secure economy and efficiency in teaching the fundamental operations. Samples and circulars of information should be secured and studied carefully before ordering.

*Courtis Standard Practice Tests*, World Book Co., Yonkers, New York. Sold in sets containing 48 different tests (50 copies of each test, list price \$4.32; 150 copies of each test, list price \$7.68).

*Teachers Manual for Using Courtis Standard Practice Series* (list price \$0.25);

*Student's Record for Courtis Practice Series* (50 copies, list price \$1.00).

*Fassett's Standardized Number Tests*, Milton Bradley Co., Springfield, Massachusetts. Write for price lists.

*Studebaker's Economy Practice Tests in Arithmetic*, Scott, Foresman & Co., Chicago, Illinois. 50 different practice cards in a set (set complete in filing case, adequate for one building, \$9.50; pupil's record folder, \$1.00 per hundred).

Thompson's *Minimum Essentials in Arithmetic*, thirty practice and test sheets, including examples in addition, subtraction, multiplication, division, and denominate numbers, Ginn & Co., Chicago, Illinois (100 sheets, one kind, \$0.25; 500 sheets, one kind, \$1.00 for test sheets, \$0.90 for practice sheets).

## WRITING

*Ayres's Handwriting Scale.*—This scale consists of three series of writing samples arranged in the order of increasing merit from the standpoint of "legibility." The three series are composed respectively of vertical, medium-slant, and extreme-slant writing. This scale may be used in measuring the quality of the handwriting of pupils in the upper elementary grades. Address Russell Sage Foundation, Division of Educational Research, New York City (scale, \$0.05 a copy; descriptive bulletin, entitled *A Scale for Measuring the Quality of Handwriting of Children*, \$0.05 a copy).

*Freeman's Handwriting Scale.*—This scale consists of five series of writing samples. The samples of each series have been arranged in the order of increasing merit. The five characteristics of handwriting which are considered are (1) uniformity of slant, (2) uniformity of alignment, (3) quality of line, (4) letter-formation, (5) spacing. This scale may be used in determining the general quality of a pupil's handwriting. In addition, it was designed particularly as an aid in diagnosing faults in handwriting along the lines mentioned above. Address Houghton Mifflin Co., Chicago, Illinois (scale, \$0.25 a copy); *The Teaching of Handwriting*, by F. N. Freeman (price, \$0.60 a copy). Read "An Analytic Scale for Handwriting," by F. N. Freeman, *Elementary School Journal*, January, 1915.

*Score Card for the Measurement of Handwriting*, by C. T. Gray.—This score card consists of a list of nine characteristics of writing which deserve consideration in the analysis of samples of handwriting. The relative importance of the nine points has been expressed in terms of weights or scores. This score card may be used in evaluating samples of handwriting. Address C. T. Gray, University of Texas, Austin, Texas, and secure *Bulletin No. 37*, 1915, entitled "A Score Card for the Measurement of Handwriting" (price, \$0.20 a copy).

*Thorndike's Handwriting Scale.*—This scale consists of a series of writing samples, arranged in order, from the standpoint of "general merit." It may be used in measuring the quality of the handwriting of pupils in the elementary school. Address Bureau of Publications, Teachers College, Columbia University, New

York City (handwriting scale, \$0.08 a copy; handwriting scale with samples for practice and record sheet, \$0.20 each). Read "Handwriting," by E. L. Thorndike, *Teachers College Record*, March, 1910.

#### SPELLING

*Ayres's Spelling Scale.*—This scale consists of 1,000 of the most frequently used words. The relative difficulty of the words has been carefully determined. This scale may be used in testing a pupil's ability to spell the words which occur most frequently in writing. Address Russell Sage Foundation, New York City (scale, \$0.05 a copy). Read *A Measuring Scale for Ability in Spelling*, by Leonard P. Ayres. Russell Sage Foundation, New York City.

*Buckingham's Spelling Ability: Its Measurement and Distribution.*—This monograph presents a list of 50 words, the relative difficulty of which has been carefully determined. These words may be used in measuring the achievement of elementary-school pupils in spelling. Address Bureau of Publications, Teachers College, Columbia University, New York City (cloth bound, per copy, \$1.15; paper bound, \$0.95).

*Standard Research Tests, Spelling-Writing*, by S. A. Courtis.—This test consists of a series of writing exercises of 10 sentences each. The number of seconds which are allowed for writing each sentence is indicated. The test is designed to measure the ability of pupils to spell when they are writing words in context at a standard speed. Address S. A. Courtis, 82 Eliot Street, Detroit, Michigan (tests, instructions, and record sheets for a class of forty children in any grade from the second to the eighth, \$0.15).

*Jones's Concrete Investigation of the Material of English Spelling.*—This bulletin presents the results of an investigation to determine "What words, grade for grade, do children use in their own free written speech, and what words, therefore, do they need to know how to spell?" Address University of South Dakota, Vermilion, South Dakota (bulletins, \$0.10 each; \$1.00 per dozen).

*Starch's Spelling Tests.*—These tests are composed of 6 spelling-lists, each of which contains 100 words. These words were selected from a list which was composed of the first defined word on every



even-numbered page in Webster's *New International Dictionary*. The tests may be used in all grades to measure general spelling ability. Read *Educational Measurements*, by Daniel Starch, chap. vi (The MacMillan Company).

#### COMPOSITION AND GRAMMAR

*Harvard-Newton Composition Scale*.—This scale consists of a series of six compositions for each of the four types of English compositions. The compositions of each series are arranged in the order of merit, with strong and weak points listed. This scale was designed as an aid in measuring the merits and defects of compositions written by eighth-grade pupils, and may be used effectively in scoring high-school compositions. Address Frank W. Ballou, Department of Educational Investigations and Measurements, Boston, Massachusetts. Read *Harvard-Newton Bulletin No. 2*, September, 1914. Address Bureau of Educational Measurements and Standards, Kansas State Normal School, Emporia, Kansas, and secure scale with directions for use and class record sheet (price, \$0.10).

*Hillegas' Composition Scale*.—This scale consists of a series of compositions arranged in the order of general merit. It is used in measuring the general merit of compositions written by elementary and high-school pupils. Address Bureau of Publications, Teachers College, Columbia University, New York City (Hillegas' Composition Scale, \$0.03. Hillegas-Thorndike Extension of Hillegas' Scale, \$0.06). Read "Hillegas Scale for Measurement of English Compositions," *Teachers College Records*, September, 1912.

*Starch's English Grammar Tests*.—These tests consist of the following exercises: (a) Grammatical Scales A, B, and C, designed to measure a pupil's ability in the correct usage of certain common words; (b) Punctuation Scale A, designed to test the ability of a pupil to punctuate sentences properly; (c) Grammatical Test I, designed to measure a pupil's knowledge of the parts of speech. Grammatical Test II, designed to test a pupil's knowledge of case forms of nouns and pronouns. Grammatical Test III, designed to test a pupil's knowledge of tense and modes of verbs. Address Daniel Starch, University of Wisconsin, Madison, Wisconsin

(each test, \$0.30 per hundred). Read *Educational Measurements*, by Daniel Starch, chap. viii (The Macmillan Company).

*Thompson's Minimum Essentials in Language*.—This series consists of 40 or more practice sheets and test sheets. These include exercises in correct uses, pronunciation, punctuation, parts of speech, common irregular verbs, adjectives, adverbs, pronouns, etc. Address Ginn & Co., Chicago, Illinois (100 copies, one kind, \$0.25; 500 copies, one kind, \$1.00 for test sheets, \$0.90 for practice sheets).

*Trabue's Completion Language Scales*.—These scales consist of a series of sentences in which one or more words have been omitted from each. These sentences are arranged in the order of difficulty which children experience in completing them. They are designed to test a pupil's "ability to think about words and language forms." Address Bureau of Publications, Teachers College, Columbia University, New York City (Scales B, C, D, E, J, K, L, M, each \$0.30 per hundred, carriage extra). Read *Completion-Test Language Scales*, by M. R. Trabue, Bureau of Publications, Teachers College, Columbia University, New York City.

#### GEOGRAPHY

*Thompson's Minimum Essentials*.—These exercises consist of subject-matter tests on North America, South America, Europe, Asia, Africa, Australia, and the world. They were designed as aids in securing economy and efficiency in teaching fundamental facts about the geography of the world. Address Ginn & Co., Chicago, Illinois (price for 100, one kind, \$0.25; for 500, one kind, \$1.00 for test sheets, \$0.90 for practice sheets).

#### DRAWING

*Thorndike's Drawing Scale*.—This scale consists of a series of carefully graded drawings arranged in the order of increasing merit in drawing. It was designed to aid in measuring the achievement of pupils in drawing and the improvement from grade to grade. Address Bureau of Publications, Teachers College, Columbia University, New York City (scale with samples for practice, \$0.03). Read "The Measurement of Achievement in Drawing," by E. L. Thorndike, *Teachers College Record*, November, 1913.

## ALGEBRA

*Indiana Algebra Tests, arranged by H. G. Childs.*—These tests were arranged to measure a pupil's ability in certain of the more fundamental processes in elementary algebra. Address The University Book Store, Columbia City, Indiana.

*Preliminary Algebra Tests, by C. E. Stromquist.*—These tests were designed to measure ability in the four fundamentals in elementary algebra. Address C. E. Stromquist, University of Wyoming, Laramie, Wyoming.

*Standardized Tests in First-Year Algebra, by H. O. Rugg.*—These tests were designed to measure, first, ability in each of the essential formal processes in first-year algebra, and, secondly, algebraic reasoning ability as shown by efficiency in translation tests. Address H. O. Rugg, School of Education, University of Chicago, Chicago, Illinois. Read "The Experimental Determination of Standards in First-Year Algebra," *School Review*, January 1916.

*Standard Research Tests in Algebra, by Walter S. Monroe.*—These tests were designed to measure ability in certain of the more important processes in elementary algebra. Address Walter S. Monroe, Bureau of Educational Measurements and Standards, Emporia State Normal School, Emporia, Kansas (price, \$1.25 per hundred). Read "A Test of the Attainment of First-Year High-School Students in Algebra," by Walter S. Monroe, *School Review*, March, 1915.

## FREEHAND LETTERING

*A Scale for Measuring Freehand Lettering for Use in the Secondary Schools and Colleges, by H. O. Rugg.*—This scale consists of a series of 8 samples of freehand lettering, arranged in the order of increasing merit. It may be used in measuring the efficiency of a student's work in freehand lettering. Address H. O. Rugg, School of Education, University of Chicago, Chicago, Illinois (price, \$0.25 a copy). Read "A Scale for Measuring Freehand Lettering," by H. O. Rugg, *Journal of Educational Psychology*, January, 1915.

## FOREIGN LANGUAGES

*French Vocabulary and Reading Tests*, by Daniel Starch.—The vocabulary test consists of two lists of 100 words each, and was designed to measure the size of a pupil's vocabulary. The reading test consists of a list of 30 sentences arranged roughly in the order of increasing difficulty, and was designed to measure a pupil's ability to read and translate French sentences. Address Daniel Starch, University of Wisconsin, Madison, Wisconsin. Read *Educational Measurements*, by Daniel Starch, chap. xiii (The Macmillan Company).

*German and Latin Vocabulary and Reading Tests*.—These tests are similar to the French tests described in the preceding paragraph. They have been designed by Daniel Starch, and are described in *Educational Measurements*. Address Daniel Starch, University of Wisconsin, Madison, Wisconsin.

## PHYSICS

*Test for Physics*.—This test consists of 75 mutilated sentences which relate to 102 important facts and principles found in each of five physics texts. This test is designed to measure a pupil's knowledge of these important facts. Address Daniel Starch, University of Wisconsin, Madison, Wisconsin. Read *Educational Measurements*, by Daniel Starch, chap. xiv.